TO: Board of Trustees  
Dr. David Mertes  

FROM: Daniel Oroz, Director of Personnel/Affirmative Action Officer  

SUBJECT: Annual Affirmative Action  
Program Activity Report - 1978  

January 17, 1979

The report that follows is the fourth annual summary report of actions taken by the District in 1978 to meet its Affirmative Action and Equal Opportunity requirements as set forth in Executive Order 11246 and the District's Affirmative Action Program Plan.

The subject areas covered in this report are as follows:

1. Employment - Certified
2. Employment - Classified
3. Recruitment
4. Selection
5. Job Classification/Personnel Policies and Practices
6. Discrimination Complaints/Grievance Resolution
7. In-Service Affirmative Action Training/orientation/Distribution of Policy
8. Goals & Timetables
9. Affirmative Action - Student Body (Title IX)
10. Affirmative Action Sub-Contractor Requirements
11. Community and Female/Minority Organization Participation
12. Handicapped Programs
13. District Programs

cc: Administrative Deans  
Affirmative Action Committee
1. **EMPLOYMENT - CERTIFICATED**

**DISTRICT PERMANENT POSITIONS FILLED 1978-79 SCHOOL YEAR**

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total New Hires:</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Females:</strong></td>
<td>1 (33.3%)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Minority:</strong></td>
<td>1 (33.3%)</td>
<td></td>
</tr>
</tbody>
</table>
2. **EMPLOYMENT - CLASSIFIED**

**DISTRICT PERMANENT POSITIONS FILLED, JANUARY - DECEMBER, 1978**

<table>
<thead>
<tr>
<th>Minority</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1978</th>
<th>1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires:</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Total Females:</td>
<td>16 (59%)</td>
<td>19 (56%)</td>
</tr>
<tr>
<td>Total Minority:</td>
<td>7 (26%)</td>
<td>9 (26%)</td>
</tr>
</tbody>
</table>

**PROMOTIONS**

- Total: 3
- Minority: 3 (100% of total of 3 promotions)
- Female: 1 (33% of total of 3 promotions)

**GENERAL CLASSIFICATION**

<table>
<thead>
<tr>
<th>GENERAL CLASSIFICATION</th>
<th>TOTAL HIRED</th>
<th>MINORITY HIRED</th>
<th>FEMALE HIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Management</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>13</td>
<td>3 (23%)</td>
<td>13 (100%)</td>
</tr>
<tr>
<td>Technical/Para-professional</td>
<td>8</td>
<td>-</td>
<td>3 (38%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>6</td>
<td>4 (60%)</td>
<td>-</td>
</tr>
</tbody>
</table>

<p>| Total                     | 27          | 7 (26%)        | 16 (59%)     |</p>
<table>
<thead>
<tr>
<th>MINORITY</th>
<th>WOMEN</th>
<th>MIN/FACULTY</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>EMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>EXECUTIVE/ADMINISTRATIVE/MGMT</td>
<td>6</td>
<td>15</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>PROFESSIONAL/NON-FACULTY</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>SENIOR/KIA/CLERICAL</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>TECHNICAL/Para-PROFESSIONAL</td>
<td></td>
<td>2</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>SKILLED CRAFT</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>60</td>
<td>SERVICE/MAINTENANCE</td>
<td></td>
<td>4</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>56</td>
<td>28</td>
<td>NON-FACULTY (Total)</td>
<td>*</td>
<td>1</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>EMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>26</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>40</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>40</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>45</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>40</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>44</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAND TOTAL</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>EMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>21</td>
<td>174</td>
<td>2</td>
<td>155</td>
</tr>
</tbody>
</table>
3. **RECRUITMENT**

**General:**

a) The Personnel Department continued in 1978 its efforts to seek out and recruit highly qualified minorities and women to broaden its pool of qualified applicants. All permanent classified positions were advertised for at least two weeks, certificated at a minimum one month.

b) All job announcements carried the statement "An Affirmative Action - Title IX Employer".

**CLASSIFIED:**

a) A total of approximately 2,800 job announcements were sent out including minority, female, and physically handicapped organizations using the Affirmative Action Distribution List.

b) Ads were placed in the Santa Barbara News Press.

**CERTIFICATED:**

a) A total of approximately 1,938 job announcements were sent to the California Community Colleges' Black/Chicano Studies Departments and Deans of Instruction/Directors of Personnel; California State College and University Black/Chicano Studies Departments and Placement Offices; private university and major university Black/Chicano Studies Departments and Placement Offices.

b) The following positions were advertised nationally in the Affirmative Action Register in February, 1978:

   .....Counselor (Women's Center Director)
   .....Vocational Nursing Instructor

c) Special two column box ads were placed in the Affirmative Action Register and the Chronicle of Higher Education for the Superintendent-President vacancy.

4. **SELECTION**

a) Screening committees have been used in the selection process for Classified and Certificated vacancies. For each vacancy, minorities and females have been named to the committee.

b) Upon completion of each selection process for both Classified and Certificated vacancies, an Employment Audit Report has been completed providing the ethnic/sexual composition of submitted applications, interviewed applicants and screening committees.
c) A case file has been maintained for documentation in case of EEOC/FEPC discrimination complaints and investigations.

d) *EEO/AA Orientation:* Each screening/interviewing committee has received orientation by the Personnel Department as to the "Do's and Don'ts" of interviewing/screening. In addition, an "Orientation for Interviewing Committees" booklet is used in training all certificated and classified screening/interviewing committees regarding Federal and State EEO laws. The booklet was revised in 1978 and has been expanded in the amount of materials covered and complies with recent changes in EEO legislation.

e) The Affirmative Action Officer provided Affirmative Action/EEO advice and guidance to the Superintendent-President selection committee throughout the selection process. He also coordinated and directed the executive search efforts for the Superintendent-President, placing ads in various strategic publications (ACCCA, Chronicle of Higher Education, Affirmative Action Register). The Affirmative Action Officer was present during all candidate interviews by the selection committee.

f) As required by the *Federal 1978 Uniform Guidelines on Employee Selection Procedures* the Assistant Director of Classified Personnel conducted an adverse impact study of hiring in the classified service. The study used 1977 hiring data as the sample year for review and follows the federal technical guidelines. The results of the study provided no conclusive data regarding adverse impact in the hiring process as the numbers of persons sampled were too small to be statistically significant.

g) The Classified Personnel Rules and Regulations were revised to allow for promotional recruitments in order to increase the opportunity for promotion of classified employees.

h) The Classified Personnel Rules and Regulations were revised to provide for upward mobility training of current or new employees. Under this policy, a position may be filled at a lower level for training purposes, with the trainee eligible for promotion upon successful job performance. This policy has been used in the Maintenance Worker classification.

i) The Classified Personnel Rules and Regulations were revised to allow preference for permanent employees over non-district applicants. The objective is to increase the number of promotions of permanent classified employees who may be equally as qualified as non-district applicants.

j) *High Risk Physical Examination - Handicapped:* The pre-employment physical examination for high risk occupations, e.g., maintenance and custodian, has been developed in accordance with 504 Regulations regarding accommodation of handicapped applicants. The examination was revised to insure that only job related factors are considered in evaluating a candidate's physical abilities.
5. **JO3 CLASSIFICATION/PERSOEEL POLICIES AND PRACTICES**

The Affirmative Action Officer reviewed the District's Salary Continuation Insurance Program (INA) to determine whether the District's insurance program was in legal compliance with recent changes in Federal legislation. The insurance carrier for the District was contacted by the Affirmative Action Officer regarding two points of possible non-compliance.

(1) The District's plan excludes coverage for losses caused by pregnancy. (1964 Civil Rights Act prohibiting sex discrimination)

(2) The District plan terminates employee coverage at age 67; the mandatory retirement age has been changed to age 70.

The insurance carrier's legal counsel determined that the District's plan is legal, in terms of the age coverage question, meeting the standards of the 1978 amendments to the Age Discrimination in Employment Act (Department of Labor).

6. **DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION**

**Informal:**

....None

**Formal:**

....None

7. **IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY**

a) The Director of Personnel/Affirmative Action Officer met with all Certificated Department Heads and Screening/Interviewing Committees prior to the 1978-79 recruiting year for Affirmative Action orientation and training. Follow-up meetings were held with Certificated screening/interviewing committees. Approximately 26 Certificated employees received this Affirmative Action orientation/training.

b) The Assistant Personnel Director met with all Classified employee screening/interviewing committees during the year, providing Affirmative Action orientation and training to Classified employees. Individual meetings with Department Heads were held during the year by the Director of Personnel/Affirmative Action Officer to provide Affirmative Action guidance and review. A total of approximately 108 Classified employees received this Affirmative Action orientation/training during the year.

c) Two statistical Affirmative Action Surveys were completed during the year showing minority/female distribution on campus. One survey provided this data by department/divisions. The data was provided to assist faculty, department heads and administrators in evaluating their departments in terms of minority/female representation.
7. IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY, continued

d) The District, as part of it's Affirmative Action In-Service Training Program for classified employees, entered into a Joint Powers Agreement with the Channel Coast Regional Training Center. The District's and Center's goal is to provide high-quality, cost-effective training programs to improve the skills and qualifications of District employees.

Workshops scheduled in the program are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 17</td>
<td>Effective Communications</td>
<td>University Center, UCSB</td>
</tr>
<tr>
<td>February 1</td>
<td>Management Skills, Part I</td>
<td>Santa Barbara area</td>
</tr>
<tr>
<td>March 8</td>
<td>Management Skills, Part II</td>
<td>Santa Barbara area</td>
</tr>
<tr>
<td>March 8 &amp; 15</td>
<td>Administrative Training for</td>
<td>Santa Barbara area</td>
</tr>
<tr>
<td></td>
<td>Secretaries</td>
<td></td>
</tr>
</tbody>
</table>

e) Supervisory training in Affirmative Action and other areas has been developed. A total of 20 classified and certificated supervisors have been through a two hour orientation session which has covered Affirmative Action, EEO and other areas of Supervisory/District concern. Several supervisors have expressed interest in attending other sessions.

f) On September 27, 1978, the Affirmative Action Officer presented an Affirmative Action orientation to the new Superintendent-President on the status of the District's Affirmative Action Program. The orientation included statistical data showing departmental minority/ female hiring patterns.

g) On June 8, 1978, the Affirmative Action Officer presented an Affirmative Action presentation as part of the Classified Employees Professional Growth Program. The meeting was attended by approximately 20 employees.

h) The District has continued to participate in the Comprehensive Employment and Training Act, Title VI (CETA), and has provided on-the-job training to the participants. The District has also participated in the Summer Youth Project.

i) The District participated, with the City of Santa Barbara Office of CETA Programs, in the Summer Repertory Theatre in 1978 utilizing CETA funds to produce six summer theatre productions.

j) The District's Professional Growth Program for Classified employees was modified to provide additional incentive for employees to participate.
8. GOALS AND TIMETABLES

The Affirmative Action Officer, working with the District's Affirmative Action Committee and the Board of Trustees Educational Policies Sub-Committee, developed guidelines for conducting a utilization study and establishing District Affirmative Goals and Timetables. On June 8, 1978 the Board of Trustees approved the Affirmative Action Goals and Timetables which contained the required workforce/utilization analysis in accordance with the guidelines provided by the Chancellor's Office. The Goals and Timetables were submitted to the Chancellor's Office for review and approval.

9. AFFIRMATIVE ACTION - STUDENT BODY

a) The Administrative Dean, Student Services prepared, in accordance with ACR 151, an updated review of the District's efforts for addressing and overcoming by 1980, ethnic, economic and sexual under-representation in the District Student Body as compared to the composition of our local high school students. (See attachment A)

b) The Affirmative Action Officer served in an advisory capacity (advisory committee) to the Director of the Nursery School Program in the development of student admission procedures for the Nursery School Program. The admission procedures were revised to conform with guidelines provided by the Chancellor's Office.

c) Curricula: The District offered several credit and non-credit courses in 1978 which were designed to meet the needs of minorities and women in the community and on campus. The courses contributed to a better understanding of the contributions and special needs of minorities and women in society. Attachment B provides a listing of these courses.

d) The Affirmative Action Officer completed the "Guide for Assessing Compliance with Elimination of Sex Bias, Stereotyping and Discrimination in Vocational Education". The survey instrument was requested by the State and was submitted to the Chancellor's Office on May 17, 1978.

10. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS

As required by E.O. 11246, all appropriate off-campus sub-contractors have been notified of their responsibilities for implementation of the Equal Opportunity clause and certification of non-segregated facilities. All have signed an affirmation of intended compliance; the Director of Personnel/Affirmative Action Officer has attended all appropriate contractor pre-award bid conferences.

Sub-contractors:

J.W. Bailey Construction Co. - 9/29/78
Campus Bookstore Relocation
10. **AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS**, continued

   South Coast Contractors, Inc. - 4/21/78
   Drainage

   J.W. Bailey Construction Co. - 12/5/78
   Administration Building Renovation

   J.W. Bailey Construction Co. - 12/13/78
   Campus Center Addition

11. **COMMUNITY AND FEMALE/MINORITY ORGANIZATIONS**

   The College's image and reputation as an Affirmative Action employer has been greatly enhanced by staff and faculty participation in various community and minority/female oriented organizations.

   Attachment C provides a list of the Affirmative Action Committee members who have during the year participated in such organizations.

12. **HANDICAPPED**

   a) **504 Regulations**

   The Director of Personnel/Affirmative Action Officer was designated by the Board of Trustees as the official to coordinate District efforts for complying with the new 504 Regulations of the Rehabilitation Act of 1973. The regulations require certain accommodations by the college to provide access and equal opportunity to handicapped persons on campus.

   On December 2, 1977 the 504 Committee submitted to the Superintendent-President the Facilities Transition Plan regarding the removal of physical barriers. In May, 1978 the 504 Committee submitted the Program Transition Plan. On November 16, 1978 the Superintendent-President notified departments of the need to remedy any program barriers identified.

   b) **ENABLER/HANDICAPPED PROGRAM**

   A full-time Enabler/Learning Disability Specialist was hired by the District. The Enabler administers the Physically Limited Program on campus: counseling, preferred registration, on-campus parking, tutorial services, use of media center and health services, etc. A status report on the program is found in attachment D.

13. **DISTRICT PROGRAMS**

   ....EOPS PROGRAM

   ....HUMAN RELATIONS PROGRAM - H.S./RECRUITING/PEER COUNSELING

   ....TUTORIAL CENTER & READING/Writing LABS
13. **DISTRICT PROGRAMS**, continued

.....COLLEGE READINESS PROGRAM - SUMMER

.....LEARNING RESOURCES CENTER

.....BASIC SKILLS & ENGLISH/MATH (ESL)

.....WOMEN'S CENTER AND REENTRY PROGRAM

.....GRANTS e.g. BILINGUAL/BICULTURAL

.....FINANCIAL AID AND PLACEMENT OFFICE (WORK STUDY)

.....CAREER DEVELOPMENT FACILITY

.....CHILD CARE CENTER

.....VETERAN'S OFFICE

.....CAREER DAYS

.....HEALTH FAIR & CLINICS

.....UNIVERSITY & COLLEGE DAY (RECRUITING)

.....PHYSICALLY LIMITED PROGRAM (HANDICAPPED)

.....STEP, OPEN ROAD PROGRAM
    GETA DISTRICT PARTICIPATION

---

DO: na
12/22/78

(10)
July 28, 1978

Mr. Rod Tarrer  
Chancellor's Office  
California Community Colleges  
1238 S Street  
Sacramento, California 95814  

Dear Rod:  

Enclosed you will find a revised report of our Affirmative Action Program Plan for Student Bodies for 1977-78 to meet the requirements of ACR 151. The revision is submitted as a result of my visit to Sacramento and my conversations there and on the phone with Lucy Sands.  

You will note we have added:  

1. A statistical report;  
2. Appropriate revisions related to certain departments;  
3. Reports on programs for the handicapped, job placement, women's reentry, and advisory committees, and staff awareness workshops;  
4. Board of Trustees' resolutions which indicate an early and continuing commitment to serving the needs of the entire community are attached as addenda to the brief preamble;  
5. Student Services goals and objectives which serve as an elaboration on efforts of each department in terms of outreach, recruitment, service, and retention;  
6. A copy of our Fall, 1978, schedule of classes placed in over 50,000 homes via a recent Sunday edition of the Santa Barbara News-Press. Twenty-five thousand additional copies are being distributed throughout the community and at registration time.  

If we can be of further assistance at any time, please contact us. I hope you had a restful and rewarding vacation. Regards to Lucy, also.  

Sincerely yours,  

Alfred L. Silvera  
Administrative Dean, Student Services  

ALS/mjm

Attachment A
Santa Barbara Community College District has accepted "the responsibility for extending the opportunities for Community College education to all who may profit therefrom regardless of economic, social, and educational status." (See attachments.)

Comparison of Ethnic/Sex Breakdown for Populations of the 12th Grade and Adult Residents in the SBCC District with Fall 1977 Enrollments at Santa Barbara City College

<table>
<thead>
<tr>
<th></th>
<th>12th Grade¹</th>
<th></th>
<th>Adults</th>
<th></th>
<th>SBCC Enrollment²</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>3</td>
<td>0.0</td>
<td>753</td>
<td>1.0</td>
<td>278</td>
<td>3.3</td>
</tr>
<tr>
<td>Asian/Pacific Is./Filipino</td>
<td>51</td>
<td>2.4</td>
<td>1,434</td>
<td>2.0</td>
<td>194</td>
<td>2.3</td>
</tr>
<tr>
<td>Black</td>
<td>55</td>
<td>2.6</td>
<td>1,583</td>
<td>2.0</td>
<td>221</td>
<td>2.6</td>
</tr>
<tr>
<td>Caucasian (other)</td>
<td>1,623</td>
<td>76.5</td>
<td>58,814</td>
<td>78.0</td>
<td>6,976</td>
<td>82.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>393</td>
<td>18.5</td>
<td>12,818</td>
<td>17.0</td>
<td>837</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td>2,125</td>
<td>100.0</td>
<td>75,402</td>
<td>100.0</td>
<td>8,506</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,000</td>
<td>51.7</td>
<td>38,865</td>
<td>51.5</td>
<td>4,083</td>
<td>48.0</td>
</tr>
<tr>
<td>Female</td>
<td>1,025</td>
<td>48.3</td>
<td>36,537</td>
<td>48.5</td>
<td>4,423</td>
<td>53.0</td>
</tr>
<tr>
<td></td>
<td>2,125</td>
<td>100.0</td>
<td>75,402</td>
<td>100.0</td>
<td>8,506</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A comparison of population percentages indicates that the college district has close correlations with the 12th grade and adult residents in all ethnic groups except Hispanic. Recent and continuing emphasis on efforts to meet the needs of this group is essential. (It should be noted that certain of these needs may be met by this district's extensive continuing education division, but not completely.) Expanded essential skills programs, an expanded EOPS project, and additional ESL and ethnic studies offerings are examples of recent and continued attempts to meet the need.

It is interesting to observe that female students outnumber male students (by 4 percent) even though 12th grade and adult populations reflect that males outnumber females by 4 percent.

¹1975 U.S. Census Data
²Fall 1977 Enrollment Figures
The following list of programs and services is provided in the order of their establishment. (Year in parenthesis indicates first year.) An attempt has also been made to show the development and growth of each program or service. It is our intention to show the early and continued commitment of this district to affirmative action for the student body.

1. A centralized Financial Aid and Placement Office with a coordinator, receptionist and a job placement clerk, a financial aids clerk, a clerk for College Work Study (CWS) and a clerk for student assistance. (1969) Increased levels of funding in federal programs have kept pace with college enrollment figures. Part-time staff was added in 1976 to help with the increased work load. Currently the Financial Aid Office administers funds of $1,250,000 in financial assistance for students. The Placement Office served 3,320 student job applicants during 1977-78 and filled 2,068 job orders.

2. A Learning Resources Center with a director and appropriate instructional staff to provide for both college preparation (especially remedial English and Math) and regular academic courses. (1970) Expanded in 1974 to include self-paced individualized English modules. New facilities and equipment provided in the new Humanities Building have enabled further service this year and for the future.

3. A Tutorial Center with a full-time director, a secretary, and fifty (50) paid tutors, as well as volunteer workers. (1970) Expanded in 1975 to include over one-hundred (100) tutors covering a wide academic spectrum. Tutorial services have been expanded to meet the special needs of EOPS and handicapped students as well as the needs of the general population. Research has shown that the tutorial program has increased student retention.

4. A College Readiness Program in conjunction with the Neighborhood Youth Corps, providing summer school for high school juniors and seniors. (1970) Expanded in the summer of 1974 to include more high school seniors and potential EOPS freshmen for fall, 1974. In 1976, the Summer Readiness Program was in conjunction with the Community Action Commission. The college has more recently accepted responsibility for the Readiness Program and provides for cooperative efforts with outside agencies when it is possible to obtain funding assistance.

5. A Human Relations Program with three Special Program Assistants currently responsible for certain recruiting and retention functions with the counseling, peer counseling and EOPS programs, and for establishing and maintaining communication with the minority community. (1971)

6. A Peer Counseling Program with sixteen (16) paid peer counselors who assist in the EOPS programs for recruitment and retention. (1971) In 1973, this was expanded to include several volunteer peer counselors under the supervision of professional counselors who assist students in the general campus community. In 1976, the number of peer counselors was increased to 24. As the EOPS program grows, this number will likely increase.

7. An in-service program for peer counselors conducted by members of the professional counseling staff. (1971) Expanded in spring, 1974, to provide one class for the volunteer peer counselors taught by two professional counselors and another class for the paid peer counselors taught by the EOPS Counselor/Director and another professional counselor. Pre-semester training seminars are provided for all paid peer counselors. Workshops and seminars have also been held in cooperation with other community colleges in the Tri-Counties area, i.e., Cuesta, Allan Hancock, Ventura, Oxnard, and Moorpark.
8. A series of Personal Development courses taught by members of the professional counseling staff, including topics such as study skills, career testing and self-appraisal. (1964) A motivational Exploration class and a study skills class for EOPS students have been offered since 1976.

9. An American Ethnic Studies Division with courses in history, literature, culture, and language related to the Native American, the Afro-American and the Chicano (Mexican-American) taught by an instructional staff of six persons. (1972) Each year courses have been added in an effort to expand curricular offerings.

10. An English writing laboratory to assist any student to enter the transfer English program without specific placement by examination. Eight (8) paid student workers and thirteen (13) volunteer faculty members operate the lab forty-five (45) hours per week to assist those with problems in English composition. (1972) In 1977, a new department was established for instruction and learning in essential skills with offerings to meet the individual learning needs of students. This department works closely with the Tutorial Center, ESL classes, EOPS, and the program for the disabled.

11. English-as-a-Second Language (ESL) classes with tutors, pre- and post-diagnostic examinations and individualized instruction. (1973) This program was significantly enlarged in 1975 and currently includes services to relocated Vietnamese, as well as Spanish-speaking students.

12. A Career Development Facility operated by the professional counseling staff providing tests, counseling and information about future careers. (1973) Supplemented in 1975 with a Career Technician to work with low income minority students.

13. A Child Care Center authorized to accommodate seventy-five (75) children of SBCC students who are past, present, or future recipients of welfare. (1972) A new $340,000 facility was completed in 1976 to house this program. An additional small child care program was begun in 1977 in the downtown area.

14. A Veterans Office staffed by a counselor and a representative from the Veterans Administration, as well as a full-time secretary provided by the district.


16. The employment of a full-time minority Affirmative Action Officer/Personnel Director in fall, 1974.

17. A collective effort on the part of the Vocational-Technical Division and EOPS staff to develop and recruit minorities and low income students to three new programs: Cosmetology, Interior Design, and Community Health Technician. (1974) In 1975, a Horticultural Technology program was introduced.

18. An effort on the part of EOPS to recruit and retain minority and low income ex-offenders from nearby State and Federal Correctional Institutions. (1973)

19. In 1975, a facility was provided for the establishment of a Women's Center. A director/counselor and a special program assistant (half-time) were provided to staff the center. Workshops and seminars dealing with current concerns of women
were offered. In 1977-78, a major thrust of the activities of the Women's Center was in the area of recruitment and retention of re-entry women. The programs and services of the Women's Center are perhaps the hardest hit of any affirmative action program as a result of the passage of Proposition 13. In 1978-79, it is expected that efforts of the center will be carried as well as possible by the counseling department and the EOPS project.

20. In 1977, a full-time enabler for the handicapped was provided as a result of State funding of the program for the handicapped ($90,395). Facilities, staff, and special needs of individual students in the program were provided by AB 77 funds. Basic skills classes were developed to meet the needs of the educationally handicapped. The college continued its program of removing architectural barriers—a program begun three years ago. A review and update of plans to remove architectural barriers was completed by the advisory committee and the college's director of facilities development.

21. In 1977, new policies for registration of students were adopted by the Board of Trustees to provide priority registration for students identified as physically disabled and as first-year EOPS students.

Santa Barbara Community College has "established and developed programs for identifying those students that are affected by language, social, economic, and physical handicaps" in the following manner:

1. Referrals from the local high schools and local low income minority community to the human relations assistants and the peer counselors.

2. Through the student's application for financial aid.

3. Referrals from local agencies to specific service departments.

4. In the registration process through student self-identification.

5. Referrals from instructors, counselors, the tutorial director, and the Veterans Office.

6. Articulation with the district's continuing education division.

7. Identification by the EOPS Counselor/Director and staff.

8. Identification by Enabler/Director of programs for the handicapped.

9. From high school visitations by counselors, the Financial Aid Officer and the EOPS staff.

10. Identification by Women's Center staff.

Santa Barbara Community College has "established and developed services, techniques, and activities directed to the recruitment and retention of the students identified in part 3.2 with the following methods:

A. Recruitment

(1) Use of the Counseling Center's contacts in the local high schools.

(2) Human relations assistants and peer counselors contact those minority
seniors at local high schools who participate in the free lunch program.

(3) Human relations assistants and peer counselors visit and participate in low income and minority community organization.

(4) Students from the NYC and Upward Bound programs are recruited.

(5) Students in continuing education classes such as GED, bilingual and ESL are recruited.

(6) Disadvantaged students are also referred from the Veterans Office and other campus departments.

(7) Ex-offenders are recruited from nearby state and federal correctional institutions, or referred from probation and parole authorities.

(8) Schedules of classes are distributed widely via the Santa Barbara News-Press. The news format identifies special programs and services available to students with special needs.

B. Retention

(1) Courses that relate to the student's ethnic and cultural heritage provided through the American Ethnic Studies Division.

(2) The Learning Resources Center provides remedial and developmental courses in the areas of math and English.

(3) The Counseling Center provides courses in Personal Development in the areas of study skills, personal appraisal and career testing.

(4) The Career Development Facility provides testing and counseling to give students direction for possible courses and future careers to pursue.

(5) The Tutorial and English labs provide individual assistance in writing and practically all academic areas of the college.

(6) ESL (English-as-a-Second Language) courses provide self-paced, individualized instruction in learning to read, write and speak English.

(7) The EOPS human relations assistants and peer counselors provide a program of intensive individual counseling to assist the student in obtaining his academic goal.

(8) Evaluations are obtained from the instructors twice a semester to assess the student's progress and to give assistance where needed.

(9) The Financial Aid and Placement Office provides direct grants, part-time work and loans to needy students who are enrolled in at least twelve verifiable units.

(10) Referrals of EOPS, handicapped, and students with identified needs are made to other campus and community supportive services to alleviate problems that prevent the student from pursuing his educational goals.
The following are examples of the methods and techniques that the Santa Barbara Community College District will use in evaluating the programs and services concerned with affirmative action of the student body.

1. By participating in the EOPS end-of-the-year report to the District Board of Trustees and the Chancellor's Office

2. By establishing a continuing evaluation through the Advisory Committee meetings of EOPS, Handicapped Program, Women's Center, and Student Services.

3. Student Services Directors conduct product evaluations of the student's progress at the end of each semester (units completed and GPA attained).

4. An evaluation of the programs in terms of the goals and objectives established for the departments will be conducted by the Administrative Dean, Student Services, in conjunction with department supervisors and appropriate committees.

5. Goals and objectives of all student services departments are reviewed, updated, and evaluated annually. (See enclosure.)

Staff awareness workshops were offered as part of in-service training by the counseling department, Women's Center, and EOPS staff during each of the last two years.
Board Resolution #15

WHEREAS, the need for direct student financial aid continues to grow as we are able to attract new students to higher education; and,

WHEREAS, the expanding program in multicultural studies is being supported by the faculty, students and administration of the College; and,

WHEREAS, human relations activities on campus and in the community are developing as a positive and meaningful force to bring college and community closer together; and,

WHEREAS, the Board has made a prior commitment to providing all necessary local resources to assure that the extension of opportunities shall be recognized and accepted as a fundamental commitment for the Santa Barbara Junior College District;

NOW, THEREFORE; BE IT RESOLVED, that the Board of Trustees of this district reaffirm its commitment to the disadvantaged, and endorse fully the continued application for funding under the provisions of Senate Bill 164. At the same time, the Board reaffirms its commitment to seeking all available resources to further develop and support programs and services to the disadvantaged.

(signed) U. L. Filiopini
(signed) Dorothy Meina
(signed) Kathryn D. Alexander
(signed) Benjamin J. Rolls
(signed) Sidney R. Frank
(signed) James R. Garvin

Dated this 11th day of February, 1970
WHEREAS, there is an increasing need for the extension of special opportunities for higher education to disadvantaged persons and persons of color in all communities; and,

WHEREAS, it is recognized that nearly two-thirds of the students in community colleges have parents whose yearly income is less than $10,000, as contrasted with two-thirds of the University of California students whose parental income is over $10,000; and,

WHEREAS, it is recognized that the majority of all students of color and disadvantaged students enroll in community colleges if they enter higher education at all; and,

WHEREAS, the community college exists to provide the most comprehensive services and programs truly to reflect the needs of its local community,

THEREFORE BE IT RESOLVED, that the Board of Trustees of the Santa Barbara Junior College District shall support the application for all funding that may enable the college to further extend opportunities to the disadvantaged, while at the same time committing the College to providing all necessary local resources to assure that the extension of opportunities shall be recognized and accepted as a fundamental commitment for the Santa Barbara Junior College District.

Dated this 12 day of March 1973

GOVERNING BOARD OF
SANTA BARBARA JUNIOR COLLEGE DISTRICT

(signed) W. L. Fillipini President

(signed) Dorothy Meina Vice-President

(signed) Kathryn O. Alexander member

(signed) Benjamin J. Walls member

(signed) Sidney R. Frank member
SPRING 1978

MEXICAN-AMERICANS: GOALS FOR THE 80's
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
ASSERTIVENESS TRAINING FOR WOMEN
PARTNERS IN LEARNING: BILINGUAL PARENT-CHILD PLAYGROUPS
CHORAL SINGING FOR WOMEN
PHYSICAL EDUCATION FOR WOMEN
LADIES' CUSTOM PATTERN-MAKING
WOMAN'S GUIDE TO WALL STREET
SEWING SHORTCUTS FOR THE WORKING WOMAN
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN
INTRODUCTION TO MEDICAL SPANISH: COMMUNICATING WITH SPANISH-SPEAKING PATIENTS

FALL 1978

PARTNERS IN LEARNING: BILINGUAL PARENT-CHILD PLAYGROUPS
ASSERTIVENESS TRAINING FOR WOMEN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
CHORAL SINGING FOR WOMEN
THE HANDMAN'S HERE - AND SHE'S A WOMAN
LADIES' CUSTOM PATTERN-MAKING
INVESTING IN THE STOCK MARKET FOR WOMEN (PART I)
INVESTING IN THE STOCK MARKET FOR WOMEN (PART II)
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN
INTRODUCTION TO MEDICAL SPANISH: COMMUNICATING WITH SPANISH-SPEAKING PATIENTS

WINTER 1979

YOUR MOST IMPORTANT RESOURCE - YOU! A Workshop for Women in the Middle Years (35-60)
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
ASSERTIVENESS TRAINING FOR WOMEN
PARTNERS IN LEARNING: BILINGUAL PARENT-CHILD PLAYGROUPS
CHORAL SINGING FOR WOMEN
PHYSICAL EDUCATION FOR WOMEN
FASHION & COLOR COORDINATION: PERSONALIZED FOR TODAY'S WOMAN
THE BUSY/WORKING WOMAN'S SEWING CLASS
RECYCLING WOMEN'S CLOTHES
LADIES CUSTOM PATTERN-MAKING
INVESTING IN THE STOCK MARKET FOR WOMEN (PART 3)
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN
INTRODUCTION TO MEDICAL SPANISH: COMMUNICATING WITH SPANISH-SPEAKING PATIENTS
SANTA BARBARA CITY COLLEGE
CREDIT COURSES - SPRING 1978/FALL 1978

SPRING 1978
Women in Contemporary America
History of Women
History of African Civilization
Sociology of Sex Roles
Social Problems
Afro-American in U.S. History
Afro-American Culture
Black Politics
Afro-American Music
Literature by Black Authors
Mexican American Chicano History
Mexican American Chicano Culture
Intro. to Mexican Literature
Spanish for Native Speakers
History of Mexican Art
Racism in America
Ethnic Studies - Independent Studies (3)
The American Indian
Indian in Literature
Indian Culture
English as a Second Language
Development of the Bilingual Child
Contemporary Women Writers
History of California
History of Mexico
History of Asian Art
Latin American Civilization
History of Modern Middle East

FALL 1978
Community Relations
Afro-American in U.S. History
Afro-American Culture
Black Politics
Afro-American Music
Mexican American Chicano History
Mexican American Chicano Culture
Chicano Literature
Spanish for Native Speakers
History of Mexican Art
Contemporary Women Writers
English as a Second Language
Racism in America
History of Women
History of California
History of American West
History of Mexico
Ethnic Studies - Independent Studies (2)
The American Indian
Indian Culture
Sociology of Sex Roles
Social Problems
Psychology of the Bilingual Child
AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1978

ALICIA ARESILIA: Calif. Community Colleges EOPS Association
                Junta Directiva, S.B.C.C.

ABELINO BAILON: Centro Familiar de Santa Barbara
                El Concilio De La Raza
                Junta Directiva, S.B.C.C.
                La Raza Faculty Association, Calif. Comm. Colleges

JOHN FORSYTH: American Civil Liberties Union
               Amnesty International, U.S.A.
               Santa Barbara City College Fund
               Tri-County Foreign Language Association

M'LISS GARZA: Bibliotecas Chicanas
              Calif. Clearing House on Library Instruction
              Calif. Library Assoc., Calif. Comm. Colleges Chapter
              California Teachers Association
              Congress of Raza Organizations
              Hermanas: Mujeres Unidas
              Junta Directiva, S.B.C.C.
              Reforma, National Organization of Spanish Speaking
              Librarians

EUGENIO LUJAN: Channel Coast Regional Training Center
                Congress of Raza Organizations
                County of S.B. Affirmative Action Committee
                El Concilio De La Raza
                Junta Directiva, S.B.C.C.

DANIEL OROZ: Channel Coast Regional Training Center
              Congress of Raza Organizations
              El Concilio De La Raza
              Junta Directiva, S.B.C.C.
              S.R. County Affirmative Action Officer Council

ROBERTO ROBLEDO: A.M.A.E.
                 Congress of Paza Organizations
                 Junta Directiva, S.B.C.C.
                 La Raza Faculty Association, Calif. Comm. Colleges

LYNDA RODRIGUES: Assoc. of Calif. Comm. College Administrators
                  Calif. Organization for Women Deans, Administrators,
                  Counselors
                  National Organization for Women Deans, Administrators,
                  Counselors
Since the program of services for the disabled student began on a full time basis Fall, 1977, the student population has increased for this special group. It was reported by the Chancellor's Office in December, 1978 that the Community Colleges in California have experienced a 500% increase in the number of disabled students on campuses in the past three years. Santa Barbara City College has seen a similar growth in disabled students with approximately 175 enrolled for Spring, 1979. Although the total number of disabled students may appear to have stabilized, the number of completely new individuals, never seen before on the campus, continues to grow. Students from SBCC went on to UCLA, UCSB and the California State University campuses this past year.

The Handicapped Students' Support Services Program provides personnel and services to make it possible for a disabled student to compete with peers, without the interference of arbitrary problems which grow out of limitations of a disability. The program can provide readers for the blind or learning disabled, sign interpreters for the deaf, a mobility aide for a student who simply does not have the strength to "do our hills", tape recorders or transcription, reader and notetaker for the student who cannot write. The presence of these "aides", who are fellow students is the backbone of services. Counseling and agency referral, with advising on financial resources outside the college provide other major informational components.

The disabled student is often referred to the College by a community agency. They are seen for counseling and initial discussion of goals with the Enabler. Medical background, and limitations of the disability are discussed with the student and verified. Advisement regarding appropriateness of classes, majors, labor market is discussed in light of limits and abilities of the individual. Appropriate services are then decided and assigned for the student.

In general the program provides a "home base" for the student with the special problems of a disability. Services are provided on an "as requested" voluntary basis.

During 1978 the program received public exposure, with two articles in the Channels, two in the Santa Barbara News Press, and one in our College Catalog. The College has been represented at a Community #504 Conference, at meetings with Assemblyman Hart on SSI and the funding of the Community College disabled students programs, at the Holiday Cerebral Palsy Telethon, and will be hosting a regional conference and workshop with the Chancellor's Office in March, 1979.

The Program will continue to act as a resource to the entire college community, to faculty members and staff, community people and agencies, as well as to the students. Recruitment with agencies and local schools continues. Community involvement increased in 1978 with the activation of the Santa Barbara City College Advisory Committee for the Handicapped Students' Program meeting three times.
In spite of funding limitations in 1978-79, the Handicapped Students' Services Program has been able to continue to service all requests. Creativity in locating funding resources, and in proper allocation of funds available will remain a priority this year. But additional attempts will be made to provide new equipment and personnel funds for the next fiscal year.

The response of the disabled students at SBCC to services for their educational benefit has been overwhelmingly positive. Many say they would not have been able to go to SBCC if the program had not been here. Many others would never have attempted college. The program is operating well and can be expected to grow slightly over the next two to three years.

We will be trying new things in new educational areas and services this year, and the year to follow. Some of the "new" ideas will work, some will not. But in the process, we have opened a new world to the disabled, the world of higher education, which has been virtually closed to many historically. They will not allow those doors to be closed again because they have found education is possible, and that they are "ABLE".

S. Marcussen
January 10, 1979

SM:na
<table>
<thead>
<tr>
<th>DEPARTMENT/DIVISION</th>
<th>% MINORITY</th>
<th>% FEMALE</th>
<th>TOTAL EMPLOYEES</th>
<th>TOTAL MALE</th>
<th>TOTAL FEMALE</th>
<th>MALE</th>
<th>SSA</th>
<th>O</th>
<th>AI</th>
<th>MALE</th>
<th>SSA</th>
<th>O</th>
<th>AI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMERICAN ETHNIC STUDIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>100</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>36.4</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTINUING EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>33.3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>80</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>28.6</td>
<td>66.7</td>
<td>21</td>
<td>7</td>
<td>14</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>16.0</td>
<td>52.0</td>
<td>25</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>100</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Business Administration, Computer Science, Finance/Insurance/Real Estate, Marketing/Mgt./Supervision, Secretarial Science
2 English, Journalism, ESL, Basic Skills
<table>
<thead>
<tr>
<th>DEPARTMENT/ DIVISION</th>
<th>Z MINORITY</th>
<th>Z FEMALE</th>
<th>TOTAL EMPLOYEES</th>
<th>MALE</th>
<th>FEMALE</th>
<th>MINORITY GROUP EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MALE</td>
</tr>
<tr>
<td>FINE ARTS 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>22.2</td>
<td>18</td>
<td>14</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>50.0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FOREIGN LANGUAGE 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>33.3</td>
<td>44.4</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HEALTH OCCUPATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>0</td>
<td>100</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>15.3</td>
<td>92.3</td>
<td>13</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>100</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIBRARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>25</td>
<td>100</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>83.3</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3 Art, Music, Speech, Theatre Arts
4 French/Russian, German/Italian, Language Lab, Spanish
## Survey of Current Employment

**12/21/78**

<table>
<thead>
<tr>
<th>Department/Division</th>
<th>% Minority</th>
<th>% Female</th>
<th>Total Employees</th>
<th>Minority Group Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE ⁵</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>7.1</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Classified</td>
<td>12.5</td>
<td>62.5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>6.2</td>
<td>6.2</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>BUSINESS SERVICES ⁷</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Faculty</td>
<td>50</td>
<td>100</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Classified (Controller)</td>
<td>37.7</td>
<td>35.8</td>
<td>53</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>75.0</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>

---

⁵ Chemistry, Earth/Planetary Science, Physics/Engineering/Aeronautics
⁶ Economics/Geography, History, Philosophy, Political Science, Psychology, Social Science, Sociology/Anthropology
⁷ Includes Children's Center
<table>
<thead>
<tr>
<th>DEPARTMENT/ DIVISION</th>
<th>% MINORITY</th>
<th>% FEMALE</th>
<th>TOTAL EMPLOYEES</th>
<th>MINORITY GROUP EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL MALE</td>
<td>TOTAL FEMALE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B   SSA   O   AI</td>
<td>B   SSA   O   AI</td>
</tr>
<tr>
<td>LIFE SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>10  1</td>
</tr>
<tr>
<td>Classified</td>
<td>0</td>
<td>80</td>
<td>5</td>
<td>1  4</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>16.7</td>
<td>6</td>
<td>5  1</td>
</tr>
<tr>
<td>OCCUPATIONAL ED. 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>6.2</td>
<td>6.2</td>
<td>16</td>
<td>15  1</td>
</tr>
<tr>
<td>Classified</td>
<td>40.0</td>
<td>40.0</td>
<td>5</td>
<td>3  2  1</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>16.7</td>
<td>41.7</td>
<td>12</td>
<td>7  5  1</td>
</tr>
<tr>
<td>Classified</td>
<td>50.0</td>
<td>50.0</td>
<td>4</td>
<td>2  2  1</td>
</tr>
</tbody>
</table>

8. Applied Science and Technology, Applied Technologies

9. Athletics, P.E.
## Survey of Current Employment

**12/21/78**

<table>
<thead>
<tr>
<th>Department/Division</th>
<th>% Minority</th>
<th>% Female</th>
<th>Total EMPL</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Male</th>
<th>SSA</th>
<th>O</th>
<th>AI</th>
<th>Male</th>
<th>SSA</th>
<th>O</th>
<th>AI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Processing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>42.8</td>
<td>42.8</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>20.0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>25.0</td>
<td>50</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>20.0</td>
<td>80.0</td>
<td>20</td>
<td>4</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>President's Office</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>40</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>12.5</td>
<td>87.5</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>20.0</td>
<td>40.0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>30.8</td>
<td>30.8</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>31.2</td>
<td>81.2</td>
<td>32</td>
<td>6</td>
<td>26</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10 Learning Resource Center, Evening College, Tutorial Center, Secretarial Support, Audio Visual
Attached is a study of classified employee turnover in the District. The data contained in the study is based upon regular classified employee separations and it excludes temporary and hourly classified employees.

The study turnover data is shown for the last four years and it provides both annual and monthly turnover figures for each of these years. For 1978, the study provides additional information including summarized reasons for employee separations to determine the effect, if any, of Proposition 13 on employee turnover.

Since this study is presented to Management in part to keep it informed of any significant changes in turnover which may be attributable to Proposition 13, the following general comments regarding the turnover data for 1978 are provided:

1. The turnover rate for classified employees in 1978 is nearly double that of 1977 (41 separations versus 23 separations) and it is the highest rate of the last four years.

2. Reasons given in Personnel Department exit interviews as reasons for termination make it difficult to attribute the increase in employee turnover directly to Proposition 13.

3. Even with the increase in the District's turnover rate, the rate is lower than that of other school districts in the area.

In view of this increase in the District's employee turnover rate, I believe it appropriate that we continue to monitor the number of separations closely and attempt to determine whether this increase in the number of employees leaving District employment will continue and whether it is related to Proposition 13.

Please let me know if there are any questions regarding this report.
### SANTA BARBARA COMMUNITY COLLEGE DISTRICT

**EMPLOYEE TURNOVER RATES - CLASSIFIED**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEPARATIONS/ TOTAL EMPLOYEES</th>
<th>ANNUAL TURNOVER RATE</th>
<th>AVERAGE MONTHLY TURNOVER RATE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>41 Separations 192 Number Employees</td>
<td>21.3%</td>
<td>1.8%</td>
<td>Includes 3 Retirements</td>
</tr>
<tr>
<td>1977</td>
<td>23 Separations 201 Number Employees</td>
<td>11.4%</td>
<td>.9%</td>
<td>Includes 4 Retirements, and 1 Death</td>
</tr>
<tr>
<td>1976</td>
<td>29 Separations 197 Number Employees</td>
<td>14.7%</td>
<td>1.2%</td>
<td>Includes 2 Retirements and 2 Deaths</td>
</tr>
<tr>
<td>1975</td>
<td>32 Separations 176 Number Employees</td>
<td>18.1%</td>
<td>1.5%</td>
<td>---</td>
</tr>
</tbody>
</table>

---

*Excludes temporary and hourly employees and includes deaths and retirements.*

---

Prepared by: D. Oroz  
6/22/78  
1/9/79 (revised)
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirement</td>
<td>3</td>
</tr>
<tr>
<td>Probationary Dismissals</td>
<td>4</td>
</tr>
<tr>
<td>Resignations - health reasons</td>
<td>4</td>
</tr>
<tr>
<td>Resignations - other job</td>
<td>11</td>
</tr>
<tr>
<td>Resignations - return to school</td>
<td>5</td>
</tr>
<tr>
<td>Resignations - left area</td>
<td>5</td>
</tr>
<tr>
<td>Resignations - miscellaneous</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

Pre Prop. 13 (6/7/78) = 17 (41.5% of 41)
Post Prop. 13 = 24 (58.5% of 41)

Prepared by:
D. Oroz
1/9/79